



GEORGETOWN MIDDLE

2400 Anthuan Maybank
Georgetown, South

Grades	6-8 Middle School	
Enrollment	806 Students	
Principal	Rosemary D. Gray	843-527-4495
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

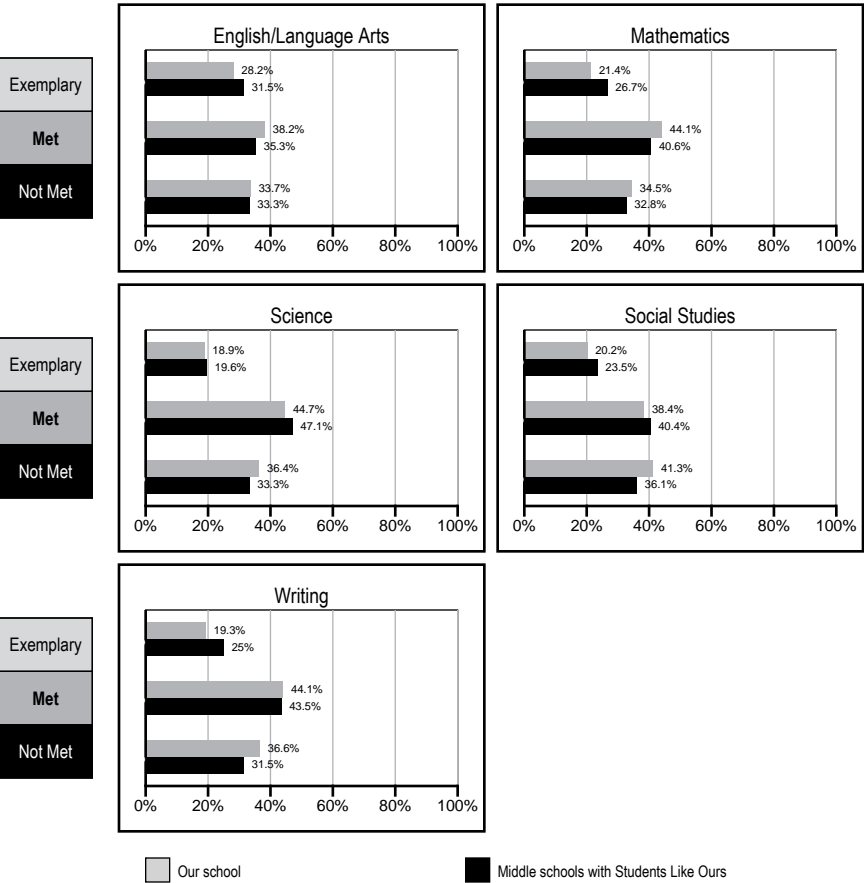
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	41	3	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.3%	96.4%
English 1	91.8%	97.0%
Physical Science	N/A	72.0%
US History and the Constitution	N/A	N/A
All Subjects	93.4%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=806)				
Students enrolled in high school credit courses (grades 7 & 8)	17.6%	Up from 15.8%	26.8%	24.2%
Retention rate	0.4%	Down from 1.2%	0.7%	0.7%
Attendance rate	95.1%	Down from 95.5%	95.6%	95.9%
Eligible for gifted and talented	21.2%	Up from 20.7%	15.3%	16.4%
With disabilities other than speech	13.1%	Down from 14.6%	13.1%	12.0%
Older than usual for grade	2.4%	Down from 4.5%	2.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.2%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	53.1%	Down from 55.4%	53.3%	58.5%
Continuing contract teachers	77.6%	Down from 82.1%	81.1%	80.0%
Teachers with emergency or provisional certificates	6.7%	Up from 3.8%	4.0%	4.0%
Teachers returning from previous year	81.2%	Up from 79.8%	84.3%	84.6%
Teacher attendance rate	94.1%	Up from 93.8%	95.1%	95.4%
Average teacher salary*	\$48,648	Down 1.4%	\$45,418	\$46,561
Professional development days/teacher	10.7 days	Up from 9.8 days	10.7 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.3 to 1	21.4 to 1	21.1 to 1
Prime instructional time	86.2%	Down from 87.3%	89.4%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 98.1%	98.1%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,016	Down 0.6%	\$7,771	\$7,802
Percent of expenditures for instruction**	66.4%	Up from 66.2%	64.2%	63.8%
Percent of expenditures for teacher salaries**	64.2%	Up from 61.8%	60.0%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Our objective is for all students to have a positive experience and to become excited about learning as a result of having attended Georgetown Middle School. We want our students to be equipped with the essential tools to establish and maintain healthy and responsible relationships, enhance their self-confidence, and develop positive attitudes toward learning, toward the adults in their lives, and toward life in general.

The faculty at GMS has a strong commitment to high achievement and excellence. We have developed a unity of purpose among parents, community, faculty, and staff as we set common goals, make important decisions, and work together to achieve these school goals.

It is our belief that all members of the community must be life-long learners in order for the community to remain healthy and continue growing. All children can learn. They will rise to the level that teachers and parents expect them to; therefore, children are our number-one priority. Students are encouraged to reach their highest potential. We have high expectations for all of our students, regardless of their current achievement levels or any learning challenges they may have. We strive to develop independent, critical thinkers who possess a love of learning and display positive character traits of good citizenship.

Our goal is to be able to report that 100% of our students are prepared for academic success. By the time our students complete their eighth-grade year, we aim for them to be academically and socially ready to move on to the high school level, where they can continue to develop as academic achievers and responsible and productive citizens.

Being involved in the Making Middle Grades Work Program and incorporating Balanced Literacy in our sixth grade this past school year, our faculty has experienced much professional growth. Working together, planning and assessing student progress, implementing writing across the curriculum, placing more emphasis on reading, and making better use of analyzing test data, our teachers have become stronger educators. This is an ongoing process, and each year our teacher quality improves as a result.

Our emphasis will continue to be to focus on nonfiction writing in all academic areas and to provide more time for reading as we implement Balanced Literacy in our seventh and eighth grades this school year. We will continue in our mission to provide our students with opportunities to be successful and responsible in an ever-changing society.

Rosemary Gray, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	247	79
Percent satisfied with learning environment	97.7%	56.1%	78.5%
Percent satisfied with social and physical environment	100.0%	67.6%	71.8%
Percent satisfied with school-home relations	88.1%	78.4%	72.2%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.2%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	772	99.7	34.8	36.5	28.7	76.4	83.7	83.5	Yes	Yes
Gender										
Male	384	99.7	37.3	36.7	26	72.9	80.4	80.1	N/A	N/A
Female	388	99.7	32.4	36.3	31.3	79.8	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	354	99.7	22.4	37.3	40.2	84.8	90.1	89.6	Yes	Yes
African American	385	99.7	46.9	35.5	17.6	68.3	76.6	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.9	92.7	I/S	I/S
Hispanic	28	100	29.6	37	33.3	77.8	80.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	99	99	78.7	9.6	11.7	33	43.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	27.3	36.4	36.4	81.8	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	507	99.6	42.7	36.8	20.4	70.1	78.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	772	99.7	36.3	45.5	18.3	74.7	82.1	80.4	Yes	Yes
Gender										
Male	384	99.7	39.1	41.3	19.6	71.3	79.7	78.4	N/A	N/A
Female	388	99.7	33.4	49.6	17	78	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	354	99.7	25.7	48.7	25.7	82.5	89.2	87.8	Yes	Yes
African American	385	99.7	46.9	42.1	10.9	66.1	74	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.9	93.5	I/S	I/S
Hispanic	28	100	29.6	48.1	22.2	88.9	85	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	99	99	77.7	18.1	4.3	29.8	37.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	22.7	59.1	18.2	90.9	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	507	99.6	42.7	44.2	13.1	70.1	76.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	503	99.4	35.7	44.6	19.7	64.3	63.8	67.3
Gender								
Male	244	99.2	37.1	40.8	22.1	62.9	62.5	66.9
Female	259	99.6	34.4	48.2	17.4	65.6	65.1	67.7
Racial/Ethnic Group								
White	222	100	20.6	48.2	31.2	79.4	78.7	79.6
African American	257	98.8	48.8	41.3	9.9	51.2	47.3	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80	84.4
Hispanic	21	100	40	45	15	60	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	59	98.3	77.2	14	8.8	22.8	22.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	16	100	40	53.3	6.7	60	60.5	58.6
Socio-Economic Status								
Subsidized meals	332	99.1	44.1	44.1	11.8	55.9	52.8	55.4

Social Studies

All Students	505	99.8	40.9	38.4	20.7	59.1	67.7	70.9
Gender								
Male	246	100	40.3	36.4	23.3	59.7	66.3	70.1
Female	259	99.6	41.4	40.2	18.3	58.6	69.2	71.7
Racial/Ethnic Group								
White	230	100	31.1	37.8	31.1	68.9	78.2	79.2
African American	255	99.6	51.2	36.6	12.2	48.8	55.4	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.2	86.8
Hispanic	17	100	25	68.8	6.3	75	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	69	98.6	81.3	10.9	7.8	18.8	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	100	28.6	64.3	7.1	71.4	66.3	68
Socio-Economic Status								
Subsidized meals	329	100	48.7	39.6	11.7	51.3	57.8	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	778	97.6	35.9	44.6	19.5	64.1	69.4	72.1	95.1	95.8
Gender										
Male	388	97.2	44.4	41.1	14.4	55.6	62.3	65.2	95	95.7
Female	390	98	27.6	48	24.4	72.4	76.9	79.2	95.2	96
Racial/Ethnic Group										
White	356	97.2	26	44.1	29.9	74	79.6	80.8	94.5	95.2
African American	389	97.7	45.7	44.1	10.3	54.3	58.3	59.7	95.5	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.8	87	99.2	96.7
Hispanic	28	100	29.6	59.3	11.1	70.4	62.2	64.6	96	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	101	87.1	N/AV	N/AV	N/AV	12.8	16.6	27.7	93.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	31.8	54.5	13.6	68.2	61.3	63.7	96.9	97.1
Socio-Economic Status										
Subsidized meals	511	97.3	44.1	44.7	11.2	55.9	60.4	61.9	94.6	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	239	100	32.2	45.2	22.6	67.8
	7	293	100	36.2	33.3	30.5	63.8
	8	290	99.3	39.3	42.6	18	60.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	248	99.6	29.3	40.6	30.1	70.7
	7	237	100	32.2	35.2	32.6	67.8
	8	287	99.7	41.7	34.2	24.1	58.3

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	239	100	28.3	45.7	26.1	71.7
	7	293	100	39.7	41.5	18.8	60.3
	8	290	99.3	41.2	43.8	15.1	58.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	248	99.6	31.4	49	19.7	68.6
	7	237	100	36.5	39.1	24.5	63.5
	8	287	99.7	40.3	47.8	11.9	59.7

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	121	100	42.6	50.4	7	57.4
	7	291	100	23.6	51.8	24.6	76.4
	8	144	100	54.8	34.8	10.4	45.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	122	99.2	42.5	49.2	8.3	57.5
	7	237	100	29.2	43.3	27.5	70.8
	8	144	98.6	40.7	42.9	16.4	59.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	118	99.2	29.8	55.3	14.9	70.2
	7	293	100	50.4	34.8	14.9	49.6
	8	144	99.3	30.1	41.2	28.7	69.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	126	100	28.6	57.1	14.3	71.4
	7	237	100	48.1	30.9	21	51.9
	8	142	99.3	39.3	34.8	25.9	60.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	236	98.7	32	47.4	20.6	68
	7	293	96.6	30.7	43.3	26	69.3
	8	291	98.3	40.9	41.7	17.4	59.1
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	250	97.2	37	43.8	19.1	63
	7	238	98.7	33.8	45.9	20.3	66.2
	8	290	96.9	36.9	44.2	19	63.1

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample